









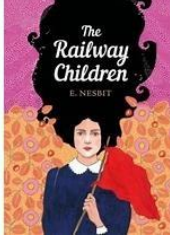

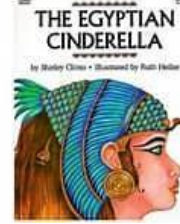
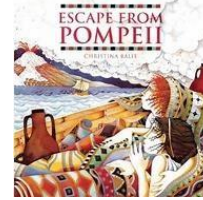
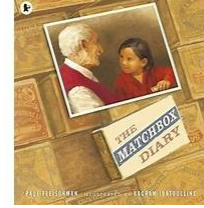













Oxenhope C of E Primary School – Long Term Plan



Year	Class Name	Staff
Year 3	Ash Class	Caroline Auty




Subject	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Christian Values	Community  Social  Cultural		Growth  Moral  Cultural		Love  Spiritual  Cultural	
British Value Focus  Social	Democracy and Rule of Law  Moral		Individual Liberty  Cultural		Mutual Respect and Tolerance  Spiritual	
English	The Railway children 	The true story of the three little pigs 	The Egyptian Cinderella 	Escape from Pompeii 	The Matchbox Diary 	Iron Man Ted Hughes the Iron Man 
English Genre	Key writing genre – Diary writing	Key writing genre – newspaper article.	Key writing genre – Narrative	Key writing genre – Recount	Key writing genre - Soliloquies	Key writing genre – Narrative

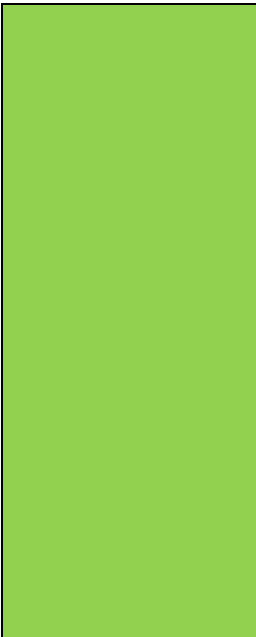
Reading Focus	The Railway children Cracking comprehension – non-fiction	Florence Nightingale Book Cracking comprehension - poetry	Poetry – Assessment Astronomy	Non-fiction – volcanoes Cracking comprehension - Poetry	Poetry – assessment Cracking comprehension - narrative	Poetry Cracking comprehension - narrative
	<p style="text-align: center;">Comprehension</p> <p>To continue to clarify unknown words and phrases using context and own prior knowledge</p> <p>To ask questions during reading to self-monitor understanding</p> <p>To recognise, listen to and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks</p> <p>To use appropriate terminology when discussing texts (plot, character, setting)</p> <p style="text-align: center;">Inference and deduction</p> <p>To ask and answer questions appropriately, including some simple inference questions based on characters' feelings, thoughts and motives</p> <p style="text-align: center;">justify predictions using evidence from the text.</p> <p style="text-align: center;">Words in context</p> <p>To check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context</p> <p style="text-align: center;">To discuss authors' choice of words and phrases for effect</p>					
Maths	Place value Addition and subtraction Multiplication and division	Fractions Geometry	Place value Addition and subtraction Multiplication and division	Fractions Geometry	Place value Addition and subtraction Multiplication and division	Fractions Geometry
Science 	Force and magnets <i>How do we use forces in our every day lives?</i>	Plants – <i>What is the job of the flower in the life cycle of flowering plants?</i>	Light <i>Are you ever in complete darkness?</i>	Rocks <i>Are all rocks the same?</i>	Animals including humans <i>What is on the inside of our bodies and is everyone the same?</i>  9 PC	Plants – <i>How does water move about plants?</i>

<p>Art/Design</p>  <p>Cultural</p>			<p>Painting – Water colour - Monet</p>	<p>Drawing – using the pencil in different ways</p> <p><i>Mouth artists</i></p>		<p>Sculpture - Clay</p>
				 <p>9 PC</p> 		
<p>Computing</p>	<p>Connecting computers</p>	<p>Stop-frame animation</p>	<p>Sequencing sounds</p>	<p>Branching data-bases</p>	<p>Desktop publishing</p>	<p>Events and action in programmes</p>
<p>DT</p>  <p>Cultural</p>	<p>Design and make a bridge with a lifting mechanism</p>	<p>Textiles – running stich Christmas bauble</p>			<p>Food – Bread around the world</p>	

<p>Geography</p>		<p>To consider in which ways Brazil is like Oxenhope?</p> <p><i>How does the nature area compare to the Amazon? What is similar and different?</i></p>  <p>Cultural</p>		<p>To explore Mountain ranges and volcanoes in different parts of the world</p> <p><i>Why do some Mountains explode, and others don't?</i></p>  <p>Spiritual</p>		<p>To learn about Italy and the features of the country.</p> <p><i>Makes something beautiful and what is the most beautiful thing in Italy?</i></p>  <p>Spiritual</p>
 <p>Cultural History</p>	<p>To understand what life was like in Early Britain.</p> <p><i>Did cavemen live in Oxenhope?</i></p>		<p>To understand how the ancient Egyptian civilization grew and understand their impact and achievements</p> <p><i>Could anyone be a pharaoh?</i></p>		<p>To understand how Rome was founded and built and understand the impact the Roman Empire impact Britain.</p> <p><i>What did the Romans do for us ?</i></p>	

<p>Languages (Phonics/ MFL)</p>  <p>Cultural</p>	<p>Find out about Spain and other Spanish speaking countries. Greetings, names, numbers to 10, colours and my family</p>	<p>Age, how old are you? Animals, clothing, hobbies and food</p>	<p>What is in my pencil case, where do you live? My house, do you remember?</p>
<p>Music</p>  <p>Cultural</p>	<p>Recorders</p>		

		<p><i>Why do you think Alberta 'Lorelai' Mosnegutu decided to play the piano even though she has no arms?</i></p>   <p>9 PC</p>				
<p>PE</p>  <p>Cultural</p>	<p>Spatial awareness</p> <p>Balance</p>	<p>Co-ordination</p> <p>Team building</p>	<p>Object manipulation</p> <p>Personal challenge</p>	<p>Football</p> <p>Multi games 1</p>	<p>Athletics</p> <p>Speed and agility</p>	<p>Multi games 1</p> <p>Multi sports</p>



9 PC



Can you participate in sport if you are disabled?



9 PC



PSHE and Relationship Education

SCARF



Spiritual



Social



Cultural



Moral



9 PC

Me and my relationships
What does it mean to be a friend?

Throughout the year, Year 3 take part in the Linking Network. This is taught in PSHE lessons when necessary. Linking work does not take place every week.

Valuing difference
Would you rather live in a world of uniformity or diversity?







Keeping safe
Why is it sometimes hard to do the right thing?






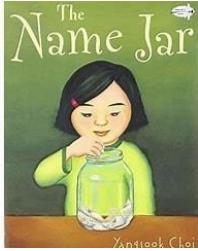

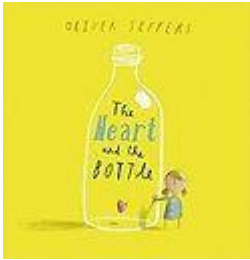
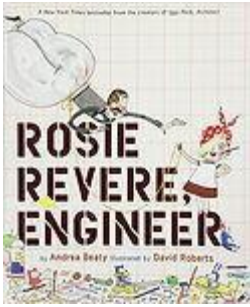

Rights and respect
Is it better to have time or money?







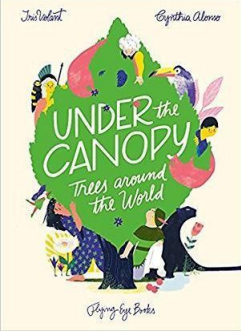





Being my best
What makes me... me?

Growing and changing
When is it good not to keep a secret?








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<p>RE</p>  <p>Spiritual</p>  <p>Social</p>  <p>Cultural</p>  <p>Moral</p>  <p>9 PC</p>	<p>What is it like to follow God?</p>	<p>What if you don't believe in God? Nonreligious world views</p>	<p>What kind of world did Jesus want?</p>	<p>Why do Christians call the day Jesus died good Friday?</p>	<p>What does it mean to be a Hindu in Britain today?</p>	<p>What do Christians learn from the Creation story?</p>
<p>Collective worship and Get Togethers</p>  <p>Spiritual</p>	<p>The early church What is community? Love your neighbour as yourself Singing Celebration get togethers</p>	<p>Diwali 5 Pillars of Islam Songs of Praise Firework safety Singing Celebration get togethers</p>				

 <p>Social</p>  <p>Moral</p>  <p>Cultural</p>  <p>9 PC</p>	<p>How can we help people across the world?</p> <p>Social injustice project launch</p> <p>The good Samaritan</p> <p>Helping those in need</p> <p>The story of Zacchaeus</p> <p>What does service look like in a school community?</p> <p>How did Jesus serve others?</p> <p>Reflections</p> <p>Queen Elizabeth 11</p> <p>Farming and the community</p>	<p>Reflections</p>				
<p>Stand Alone Weeks</p>  <p>9 PC</p>		<p>Diversity Week –</p> <p>The name jar</p>  <p><i>How do I define myself?</i></p> <p>Anti- Bullying week –</p>  <p><i>Is everyone capable of bullying?</i></p>		<p>Mental Health Awareness Week</p>  <p>Christian Aid Week</p>	<p>Smile week</p>  <p>My culture my world - through assembly/homework and presentation</p> 	

Special Days	<ul style="list-style-type: none"> • Harvest 	<ul style="list-style-type: none"> • Children in Need 	<ul style="list-style-type: none"> • Online safety day 	<ul style="list-style-type: none"> • Easter Service • Easter performance 	<ul style="list-style-type: none"> • Coronation Event 	<ul style="list-style-type: none"> • Sponsored Walk
<div style="display: flex; flex-direction: column; align-items: center;"> <div style="margin-bottom: 5px;"></div> <div style="margin-bottom: 5px;">Social</div> <div style="margin-bottom: 5px;"></div> <div style="margin-bottom: 5px;">Spiritual</div> <div style="margin-bottom: 5px;"></div> <div style="margin-bottom: 5px;">Cultural</div> <div style="margin-bottom: 5px;"></div> <div style="margin-bottom: 5px;">Moral</div> <div style="margin-bottom: 5px;"></div> <div style="margin-bottom: 5px;">9 PC</div> </div>	<ul style="list-style-type: none"> • McMillian coffee morning – charity work <p>Black History Month – through an assembly</p>	<ul style="list-style-type: none"> • Christmas Service • Christmas Light switch on and sing • KS1 Nativity • Christmas Jumper Day • Christmas Parties • Remembrance Day – through an assembly • Christingle – through an assembly 	<div style="text-align: center;">  <p>World Book Day Comic Relief</p> <ul style="list-style-type: none"> • Chinese New Year – through an assembly • Egyptian Day • </div>	<ul style="list-style-type: none"> • Earth Day <div style="text-align: center;">  </div>	<ul style="list-style-type: none"> • Pride Month • Spanish Day 	<ul style="list-style-type: none"> • Career Day
Projects	<p>Social injustice project</p> <p>Harvest collection</p> <div style="text-align: center;">  Moral </div> <div style="text-align: center; margin-top: 20px;">  Spiritual </div>	<p>Social injustice project</p> <div style="text-align: center;">  Spiritual </div>		<p>Environment project linked to Earth day</p> <div style="text-align: center;">  Moral </div>	<p>If you are going to be anything, be kind</p> <div style="text-align: center;">  Moral </div>	

Assessment		Reading Maths GPS NFER		Reading Maths GPS NFER		Reading Maths GPS NFER
Trips and Visitors		Travelling Panto	Egyptian Day	Linking visit	Mike the Baker Hindu Visitor	Linking visit

<i>Trips and or visitors with dates not yet confirmed</i> <i>Bradford music service band assembly</i> <i>Parkside and Oakbank musicians</i>		 Cultural Winter wonderland  Spiritual	 Cultural Sports for school  Social	 Spiritual	 Spiritual	 Cultural
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<p>Class Reader Year 3 have many class readers however these books are always read – these link to our British and Christian Values</p>	<p>How to be Lion</p>  <p>Spiritual Social</p>	<p>Atticus Claw breaks the law</p>  <p>Moral</p>	<p>Two Monsters</p>  <p>Cultural</p>	<p>We are Britain – poems</p>  <p>Cultural</p>	<p>The Accidental Prime Minister</p>  <p>Moral</p>	<p>Rumaysa – A fairy Tale</p>  <p>Cultural</p>
<p>Safeguarding curriculum We have many opportunities to teach safeguarding to all our children throughout the year, particularly through PSHCE and safeguarding messages are</p>	<p>Induction Rules and class charter – <i>why do we need rules?</i> Private Pants Behaviour policy School safeguarding systems – getting help</p>	<p>Firework safety Stranger danger - Halloween Road Safety – be safe be seen Anti- Bullying Diversity</p>	<p>Online safety Being safe at home – inc emotionally safe Private Pants Listening to instinct – my tummy feels funny</p>	<p>My rights and responsibilities Healthy choices Stranger danger – out and about Gaming – age appropriate Cyber security</p>	<p>Be safe in the sun Water safety Private Pants Playing outside – touching things, strangers, finding help, road safety Food/Cooking safety</p>	<p>Transition Safeguarding procedures for the next year group Feelings and emotions about change Routines and expectations</p>

<p>continuously reinforced.</p> <p>This section identifies extra year group specific opportunities. These are taught as stand-alone activities or whole school assemblies.</p>	<p>Play time and lunch times</p> <p>Classroom safety</p> <p>Home time routines</p>	<p>Medicines which help us – link to flu immunisations</p> <p>Rough play</p> <p>Attendance – every school day counts</p> <p>Consent</p>				
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